**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th Grade** | | | **Date(s)**: August 2012 |
| **Unit Title: Reading /Writing Apprentice** | | | **Corresponding Unit Task: Day 4** | | |
| **Essential Question(s): How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * **Elmo** * **Young Colonist-Harcourt School Publisher by Polly Peterson** * **Venn Diagram** * **Signal Word Chart** * **Chart Paper**   **Student:**   * **Notebook paper** * **Signal Word Chart** | | | | Signal Words  Compare : As well as, also, too, like, much as, similarly, similar to, both    Contrast: Contrast, However, different than, but, on the other hand, yet, less than, although, unlike, though,  while  Other vocabulary: electric, refrigeration, bicycle, colonial, artisans | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled√ * Shared√ * Guided Practice * Independent | **Reading**  **Standards: RI.5.5 Compare and Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**  **I Can Statement(s): I can compare and contrast 2 concepts in a text.**  **Instructional Plan:**  **Modeled**   * **Discuss with students how you compare and contrast by comparing two objects in the classroom.** * **Teacher will use Elmo to model how the author compare and contrast Page 2 of book using Venn diagram with a think aloud as she selects the items for the Venn from paragraph 2.** * **Make sure when modeling how to make a topic of each side of the Venn diagram.** * **Teacher should read each signal word from the compare side and then from the contrast sides, making sure students understand meaning of words.** * **Teacher should let students know that Signal Words may not appear in each text to determine how to compare and contrast but the text will show that the ideas of comparing and contrasting.** * **Let students know this isn’t a new skill but they’ve used it in the past with different words such as like and difference.**   **Shared**   * **Then students will use page 3, paragraph 2 to compare and contrast colonial family life on notebook paper with a partner** * **One person from each group should share their comparison with the class**   **Guided**   * **Pair of students could use Page 4 on Colonial Houses and compare and contrast the houses in colonial time.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.5.10** **– Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**  **I Can Statement(s): I can use my compare and contrast Venn Diagram to write a paragraph about Colonial families.**  **Instructional Plan: Modeled**   * **Teacher should use the paragraph from page 2 to model how to write a comparative paragraph with 3 or more sentences.**  **Use link below to use as a reference on finished product.** * [**http://www.timeforkids.com/homework-helper/a-plus-papers/compare-and-contrast-essay**](http://www.timeforkids.com/homework-helper/a-plus-papers/compare-and-contrast-essay)  * [**http://www.bookrags.com/articles/5.html**](http://www.bookrags.com/articles/5.html) **Use this link to give information on how to write a compare and contrast paper with conclusion.** * [**http://www.readwritethink.org/files/resources/interactives/compcontrast/**](http://www.readwritethink.org/files/resources/interactives/compcontrast/) * **Model for students how to write a paragraph using a think aloud to let them know why you chose the words of the sentence without plagiarism.**   **Shared**   * **Students will then take their Venn diagram to write their paragraph on notebook paper with a partner from the previous notes taken from page 3 of the book.** * **Then each pair should write their paragraph on chart paper to share with class.** * **Display charts in room as anchor charts to help students remember activity for review for later lessons.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.5.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.**  **I Can Statement(s): I can share what I’ve learned with a group of people, a partner or a small group.**  **Instructional Plan:**   * **One person from each group should share their comparison with the class** * **See reading above.** | | | | |
| **Closing/Summarizing Strategy** | * **Students will rotate to a different pair and share their comparisons and writing.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students should use their graphic organizer created as a plan for an expository writing essay. Students will write a 4 paragraph essay as follows:**  **Paragraph 1 – Introduction (compare and contrast sentence of colonial time)**  **Paragraph 2 – Differences**  **Paragraph 3 – Similarities**  **Paragraph 4 – Conclusion (include why the differences in colonial times helped the colonies)** | | **Give students a complete G.O. based on a familiar topic for a reference during the lesson.**  **Give students visual representation to show compare and contrast.**  **Peer read text several times during lesson.** | | | * **Useful tools for comparing and contrasting:** * **ELL may use the sentence frames provided by the teacher.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Graphic Organizer used in lesson.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*